The Monarch

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REAGAN NOMINATES HONORARY ST. LEO GRADUATE TO JOIN CABINET

By Laura Richards
Monarch News Editor

In a nationally televised news conference January 6, 1983, President Reagan nominated Elizabeth Dole, wife of Senator Robert J. Dole, to head the Transportation Department. If this decision is confirmed by the senate, Dole will become the second woman in the president's cabinet.

A graduate of Duke University, Dole continued her education in political science at the Harvard Law School, and graduated Phi Beta Kappa. Soon after her political career began, she accepted an invitation to come to Saint Leo College, and she delivered a commencement speech, thus giving her an honorary degree from the college.

Dole is a former member of the Federal Trade Commission, and is now serving as an assistant to the president for public liaison. In accepting the job of secretary of transportation, she will succeed Drew Lewis, who announced at the beginning of the year that he would resign his position post February to take a job in private industry.

The president as well as his administration are all very pleased with the appointment. As for Dole's comments on the announcement, she said, "I am deeply honored to be the President's choice... and am particularly pleased and challenged to follow in the footsteps of one of the most able and dedicated public servants."

Lectures by Irish Scholars

By Pamela Schressler
Arts Editor

On Thursday, October 21, the College theater resounded with isseration in the afternoon and philosophical argument at night. As part of the Irish Festival, visiting scholars from the University of Georgia and State University of New York spoke about thematic and semantic possiblities in Irish Drama.

Professor Warren Leamon, (University of GA.), spoke on the subject titled "likely Gaffer in the End of All" which dealt with the ideas of acceptance and illusion, security and adventure. He mentioned the exaggerations in Synge's *Playboy of the Western World,* the distorting of one reality in order to get at another. Christy, the protagonist of the play, created through imagination--his illusion becomes reality. He is desperate for the security derived from the acceptance to society and struggles for approval; i.e. he "kills" his father a second time.

Pegeen, the female lead, offers him the security he craves; his love for her is bound up with his desire for security. She is what he sees himself to be. Pegeen struggles to break the constraints of society but chooses security ovr freedom because her illusions are not those of the imagination. Pegeen's is the typical rebellion; she is the voice of the town.

At the end, Christy is left with the limits of the imagination, said Leamon. He proposed that in "Playboy" there is a truism: we all admire hypocritically the lawbreaker in direct proportion to the distance at which the crime occurs. In this way, Synge's world view is transcendent and the play becomes more than a regional drama.

Professor Harry Satley, (SUNY), also spoke on the implications of survival and security in Irish drama, stoicism in the face of death (or security because there is death). But he also discussed the gaelic language itself, the poetic survival it cantains, and the added emotional quality that copes with the intermittent squalor and banality that copes withthe intermittent squalor and banality of the lives of the Irish people themselves. He calls it a "dream language" (as in James Joyce's *Finnegan's Wake).* In "Playboy" we see the "death of the dream into consciousness" in Christy's metamorphosis into the real champion of the Western World at the close of the play. The transformation took place through his manipulation of the Gaelic language, and Pegeen's boredom that transforms Christy's lie into legend.

During the panel discussion, the two scholars, along with Dr. Ed Woodard of Saint Leo debated the internal conflict of regionalism versus felt experience in "Playboy."

Dr. Woodard began with a negative response to the play. He said that "Playboy" was *not* a "felt" experience and that the play left him "emotionally flat."

Leaman opposed him in this, saying that the play deals with human nature and transcends regionalism in that way. He did not see anything *exclusively* Irish about the play.

Staley called the play a mockey of humans and said that the language lent excitement to Synge's work. He implied that the characters of the play are going to be all right anyway, and that we don't tend to empathize with them.

The panel discussion itself was brilliant, and the minds involved were quick. Many questions, such as "Is there a moral center in the play?", "Does the language save the play?" were argued and not resolved possibly because such questions have no answers. The evening closed with a reception at Duncan Lounge.

REMEMBERING COLONEL SHERIDEN

By Sister Dorothy Neuhofer
Monarch Correspondent

Thursday, 3 December 1982, Col. Francis P. Sheridan, Assistant Library Director and Audiovisual Librarian, bade a quiet adieu to his family, his friends, and his colleagus at Saint Leo College. He had been ill since spring 1982.

Col. Sheridan underwent major surgery for lung cancer in June 1982 and was receiving radiation treatments and chemo therapy throughout the summer and fall. He had returned to his post as AV Librarian in September as he felt able but was re-hospitalized in mid-November.

A retired Army officer, Col. Sheridan joined Saint Leo College as Audiovisual Coordinator with the rank of Instructor in September 1969. He was named Audiovisual Librarian and promoted to Assistant Professor in 1971. For a number of years he taught a course in Educational Media (EN 422) in addition to his responsibilities for organizing and developing the library's audiovisual services.

From January through December 1976 Col. Sheridan served also as Acting Library Director while Sister Dorothy Neuhofer, Library Director, was on sabbatical leave. He was appointed Assistant Library Director in January 1978.

Before coming to Saint Leo College Col. Sheridan served over twenty-six years with the U.S. Army and was a veteran of World War II, Korea and Vietnam. He was an officer at the rank of Lieutenant Colonel and held a number of important military posts including the training of both U.S. and foreign troops. He was Pacific Command representative to the University of Hawaii, the East-West Philosophers Conference and the East-West Cultural Center.

Col. Sheridan received his B.A. from Duquesne University, an M.A. in Political Science from Columbia University and an M.A. in Library Science/Audiovisual Education from the University of South Florida. He had professional memberships in the Florida Association for Media Education and the Florida Library Association.

Born at Fort Bragg, North Carolina, Col. Sheridan lived in St. Petersburg with his wife Velma and their six children after he retired from military service. He commuted daily to Saint Leo College. Known affectionately to his friends and colleagues as Phil, Col. Sheridan will be remembered as a gentle, compassionate person noted for his kindness and friendly manner. He will be missed by many among us.

WHO AM I?

My job is to help entertain the students of Saint Leo College. My purpose is to give them cultural, social and educatonal programs. I sponsor an entertaining film each week. I also sponsor dances, trips, and interesting lectures. This Semester I'm having a comedian called A. Whitney Brown here for Valentine's Day!

In order to best serve students I am made of five committees. They are film, dance, concert, special events and travel. Ali Quevedo is chair-person of the dance committee, Laurie Macpherson is chair-person of the film committee, Jim Brown heads the concert committee and Chris Shaughnessy is in charge of the special events committee. At present there is no travel committee chairperson. They need a lot of support. If you want to help or have any ideas talk to my chairpersons, they'll really appreciate it.

I am comprised of eight voting members from each class. However, anyone may attend my meetings. Everyone has a right to voice their opinion! Right now though, I do not have enough voting sophomores or juniors to fill the designed slots. If you are interested please come to the meetings to find out how you can join. My meetings are every Thursday at **six (6) o'clock p.m.** in Crawford Hall.

The fearless leader of my members is Chris Maggio. He gets a lot of help from Holly Goretsky (vice-pres), Diane "Skip" MacDonald (tres) and Arlene Harris (sec). If you have not guessed what or who I am yet, I am The College Union Board (C.U.B.). My office is in the Student Center on the opposite side of the stage of David Thomason's office. David is our moderator.

Come visit my members, or better yet, attend a metting this week and see what you can do! It's FUN!! SEE YOU THERE.

COLLEGE UNION BOARD (C.U.B.)

> Perhaps the most valuable results of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not. This is the first lesson to be learned.
>
> THOMAS HENRY HUXLEY

EDITORIAL

MONARCH HAS NEW EDITOR

Dear Readers: My name is Dan Maguire and I am the new editor of the Monarch. I have been writing for the paper for approximately one year and now take over the editor's position from Theresa Schretzmann who resigned at the close of last semester. This semester begins my third year at Saint Leo and I have a double concertration of English and Pre-Law.

I'm confident that the English courses I have taken (one journalism) will aid me now but I realize that there is more to running a newspaper (evern a small one) than simply knowing the difference between a pica and a pike. One of the things I learned from Theresa is that the hardest part of this job is convincing people to write for the paper. The only incentive is the practical experience of writing for publication.

I hope I can convince enough other students of the value of that experience to produce a quality newspaper that we can all be proud of.

Monarch

Managing Editor ..... Dan Maguire
News Editor ..... Laura Richards
Arts Editor ..... Pamela Schuessler
Sports Editor ..... David Norfolk

Staff Writers ..... Kevin Betlel
Donna Gwynn, Jim Porto, Chris Shaughressy, John Sheriden, Eddie Szentivanyi

Moderator ..... Terry Danner

OUT OF MY HEAD

Satire By Jim Porto

"IT'S NOT GREEN CHEESE"

On December 15, 1982, I left Saint Leo never to return-until January 9, 1983. Excuse: Winter Session; Reason: working for N.A.S.A. as an undercover National Security Protector or "Spy" in laymen's jargon. I was sent to upstate New York, close to Canada, and received the code name "Dr. Milos Greeley." Working with me, but in Key West, was Otto Penquist, who went by the code name of "Monica Petrolium." To secure the secrecy of our mission, we could only keep in contact via telepathy. Each of us received orders from L. Anagram Sardrich, who kept base in Fairfax, Virginia. Little did we know that John Gerard, who I met once before at a gynecological recreation center, was hot on our trail.

The misssion was simple: to examine the moon from critical points on earth and to tabulate our results. Why the secrecy? A theory was circulating around N.A.S.A. and had to be checked out. It proposed that the moon has a strong gravitational pull on the Earth's ocean tides; however, it does not have a strong enough gravity to hold on to an atmosphere.

Could the moon be an alien spaceship? Were the returning astronauts of the Apollo missions really extraterrestrials? After all, we do have pictures of Neil Armstrong climbing down the ladder of the lunar moduel and taking his first step on the moon, but who was taking the pictures?

What of Richard M. Nixon? Did he not talk to the Apollo XI astronauts in a nationally televised phone conversation? Hos did he know the number? As there are no telephone lines from earth to the moon, how did the call get through? Is Nixon as alien being?

Some political scholars theorize that the Watergate episode was caused by Nixon being replaced by a double, who, not knowing who he could trust, tried everything to stay in power.

One day, during the winter break, a lunar eclipse occured around 5 a.m. E.S.T. Under close obseration, one would observe the "moon" docking with a mother ship. I was about to report my findings when I heard a voice say, "So, Dr. Greeley, we meet again!" It was John Gerard, and his assistant Cromaynon Mary, enemies of the Rhineland Democracy.

"Gerard you fiend! What can you possibly hope to gain, siding with the aliens?" I asked him.

"Pathetic human! We bring you peace. It will be the peace of plenty and contempts, or the peace of unburied debt. The choice is yours. Obey us and live, or disobey and die. An invariable rule of humanity is that man is his own worst enemy; under us this rule will change, for we will restrain man. You will say you are no longer free. Freedom is an illusion; all you will lose is the emotion of pride. To be dominated by us will not be as bad for humans as it is to be dominated by others of your own species."

I asked, "When will all this take place?"

"On your birthday!" he responded. There was only one way out. I lifted my arms and they passed out, B.O. works.

As I telepathically communicated the situation to Otto, he took action. Again, under the quise of Monica Petroleum, he managed to set up several nuclear balistic missiles aimed at the "moon."

Getting together with L. Anagram Sardrich and C. Anagram Husyganes (no relation), a N.A.S.A. intelligence expert, and somewhat attractive female, Otto and I came up with a plan. Destroy the Moon! However, we need your help, which is why I have revealed the mission. Send whatever cash you have (single girls just send pictures) to Destroy the Moon, Limited, c/o Jim Porto, P.O. Box 2825.

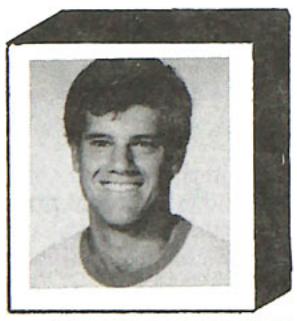
And, Oh yeah, how was your vacation?

OPINIONS

What are the significant attitude problems here at Saint Leo?

Jeff Bonica
Senior

I think it's a shame the way students show no school Spirit for the various sports activities.



Mary Wilson
Senior

I think the general attitude toward academics here has changed for the better but there's still room for improvement.

Danny Belinskas
Senior

Yes, I think people should mind their own business instead of worring about everyone else's.

Joe Dolan
Senior

The lack of concern the student body has for the basketball team.

Donna Buscemi
Junior

Students need to show more concern for other people's property.

Frank Trilla
Junior

The biggest attitude problem is the appathectic way people feel towards the sports program.

Glenn Martin
Junior

Students do not have the proper attitude towards school work, they tend to support the Country Club atmosphere. "I for one!"

George Levins
Sophomore

I think that although the students sometimes have a tendancy to talk down on the school, as a whole they are basically content.

REVIEW OF "PLAYBOY OF THE WESTERN WORLD"

By Pamela Schuessler
Arts Editor

The Saint Leo College production of "Playboy of the Western World" by John Millington Synge and directed by Dr. David Golden, was extremely successful despite distractions like faltering lights, swarming mosquitos and rain. The cast managed to conjure up a semblance of Gaelic Ireland and, in particular, Synge's view of it. The set; designed by Dennis Henry, once properly constructed, added to the peasant atmosphere despite the looming palm tree in the immediate background.

Edward Corbett, who plays *Christy Mahon* does a superb job in his ripped, plaid trousers. His emotional transitions fascinated the audience as weakling turned hero; the dreamer became deluded man.

Laura Richards was consistently strong as the tempermental and flighty *Pegeen Mike,* but lacked the essential boredom which metamorphasizes Christy at the close of the play. Instead of portraying tiresomeness she substitutes high-strung tolerance, which is adequate enough for Corbett to play off of and react from.

Katy Brehmer, as the *Widow Quin,* does an excellent job in her first dramatic role, expecially at the finish of Act II. She, as Laura's foil, typifies the boredom that is so desperate that it will grasp at anything to abate it.

Michael McCarty (Old Mahon), who is persistantly cast as an elderly man in college productions, realistically impersonates the ridiculous character and is definitely one of the stronger characters in the play when his speech is coherent.

Ken Fishman (Michael James Flaherty), forces and exaggerates the drunkeness of his characteer, which is acceptable only because it adds to the farcical element of the play.

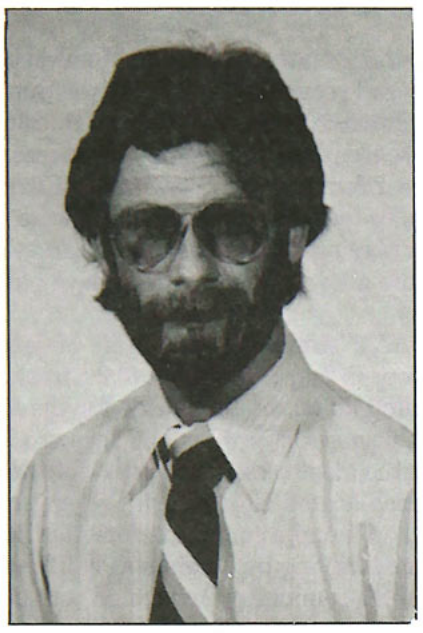
The drama is not all humor and melodrama though, and a sudden realization of this occurs in the brillantly directed episode when Pegeen maliciously burns Christy's helpless and writhing body with a red-hot poker. His screams of agony bring some kind of strange catharsis to the audience, a realization of the mundane simplicity and banality human nature is capable of.

Editor's note: "Playboy" was performed last semester but due to numerous problems Pam's review could not be published proir to this issue.

PRO AND CON

Should Developmental Programs Be Provided On College Campuses?

'RO - Dr. Mark Edmonds
ɜsistant Professor
Reading



To begin ʼith this ɜn't a very ɡood ques-ːion. Developmental classes and programs already exist at most colleges and have for some time now. And such learning assistance programs will continue to be an important part of the college curriculm for many years to come. Most colleges and unversities must provide such services simply to be competetive, to attract and keep students. So developmental programs are not only here, they are here to stay.

In order to better understand all this, a brief if sketch history of American education is in order here. Basically there have been three periods in the evolution of education in the United States. From the founding of the country until the early part of this century, American higher education operated on an aristocratic basis. That is, only the children (specifically the sons) of the rich, the affluent, the socially prominent attended college, or in most cases even high school.

The second era can be described as a "meritocracy." During the early years of this century, education became a public concern and was made available to far more people. Under this merit-reward system, those who excelled in school were rewarded for their effort and their excellence. They got good grades and were accordingly admitted to a college or university. Those who did especialy well were given grants and scholarships based on academic achievement. Colleges were still quite selective during this period. Only the serious, the academically inclined, the hard working students were admitted. Similarly only the best, the brightest, the most serious were rewarded with grants, scholarships and admission to graduate and professional schools.

This meritocracy gave way to a third period of American education in the 1960s. This period has been characterized as an egalitarian era. Because of the sweeping civil rights legislation and social changes in the 1960s, colleges could no longer discriminate nor deny admission to students who previously would not have gotten into college. Higher education was now an opportunity available to all, regardless of race, creed, ethnicity, social-economic status or prior academic record. Grants and scholarships were awarded almost entirely on the basis of need rather than merit. Many institutions adopted an "open door" admission policy.

The result was an enormous influx of "atypical" college students. The typical student was poor, a member of a racial or ethnic minority and the first member of his family to attend college. Most were not academically prepared to do college level work.

In order to meet this need many institutions began offering remedial/compensatory classes in basic skills: reading, writing and math. Initially these courses carried no academic credit and did not count toward graduation. Many of these early developmental courses were assigned numbers below the 100 or freshman level. Some were referred to as "Bonehead English" or "Dumb-dumb math." And quite honestly, many of these early programs were not very good at all.

The 1970's and 80's have seen two further developments. The first was that many, many more unprepared students were coming to college. Various reasons have been given. A general decline in the quality of public education, as reflected by steadily plunging S.A.T. scores, is often singled out as the cause. Television is also frequently blamed for this diminished literacy. I personally think these are symptoms rather than causes and that the reasons for the decline in literacy skills have to do with social attitudes. But whatever the cause, the literacy level of most entering college freshmen is not up to college level work.

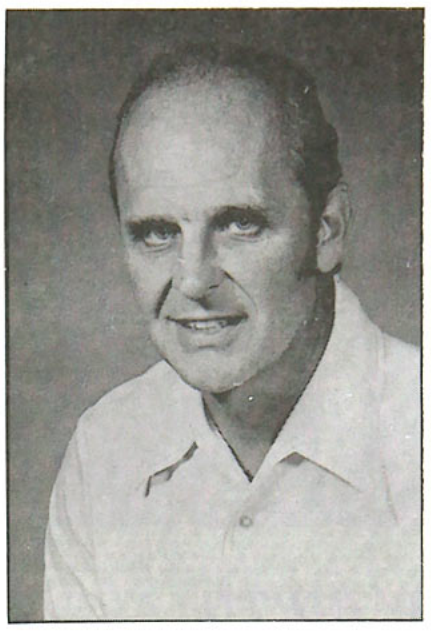
The other development in the 1970s was that most developmental programs began to offer credit. The quality of these programs had improved. Students demanded credit for developmental work. Their rational was that they were doing a great deal of worthwhile work and should get credit for it. Further, it was argued that the developmental work was far more practical and relevant than much of the regular curriculum. By now most campuses, including major state universities and prestigious schools such as Harvard and Berkley, had developmental programs. And by now most college freshmen needed help in getting their skills up to college level.

Unlike most other academic disciplines, developmental education does not deal with a specific area of expertise or a fixed body of knowledge. Rather we deal with skills and abilities and potential. Here students are able to concentrate on their weaknesses and develop their skills to college level. The aim of any good developmental program is to provide instruction and afford practice so that underprepared students can improve their skills toward maximum potential.

Learning assistance programs have then come about in response to a serious need. Most students entering college today are not prepared to do college level work. This doesn't make them slow or remedial; it makes them underprepared. The fault is not with the students, but rather with the system. And most learning assistance programs address this problem in hopes of helping students to survive and succeed in college.

I began all this by saying that this wasn't a real good question because it seemed a moot point. Developmental programs are already on most campuses, and will continue to be for some time. Actually, there are a couple hypothetical circumstances which could bring about an end to developmental courses at the college level.

CON - Dr. Ed Woodard
Associate Professor
of English



The admissions policy of St. Leo College is admirable, for it informs the so-called high school underachiever that he may enter St. Leo and have, as it were, a second chance, provided that his teachers and counselors attest to his potential for doing well in college. However, coupled with the comparatively low S.A.T. requirement set by the admissons office (a combined minimum of 800), the policy does result in a decided drawback: it presupposes the college's obligation to provide remdial courses for studentsdeficient in English and mathematics (that is, the college must offer junior high school courses); furthermore, it presupposes the student's motivation--his sincere desire--to overcome those deficiencies.

Some students obviously have not responded to the spirit of this "contract;" they haven't made the necessary extra effort. Other students have indeed met their obligation; they have worked hard, and we teachers admire them as much as we do those students who, with less effort, make acceptable grades in legitimate college courses. But the college, though seemingly fulfilling its obligation by creating a developmental program, has really violated the spirit of the contract by undermining the self-motivated student's attempt to advance himself, because it has made the program mandatory for *all* students deficient in English and mathematics and has consequently increased the student-teacher ratio of the program where it should be held to a minimum; that is, between the teacher and the self-motivated student. To make the program honest, practicable, and effective, and perhaps indirectly to enhance our overall program, the college should make enrollment in remedial courses voluntary and also deny college credit for the courses.

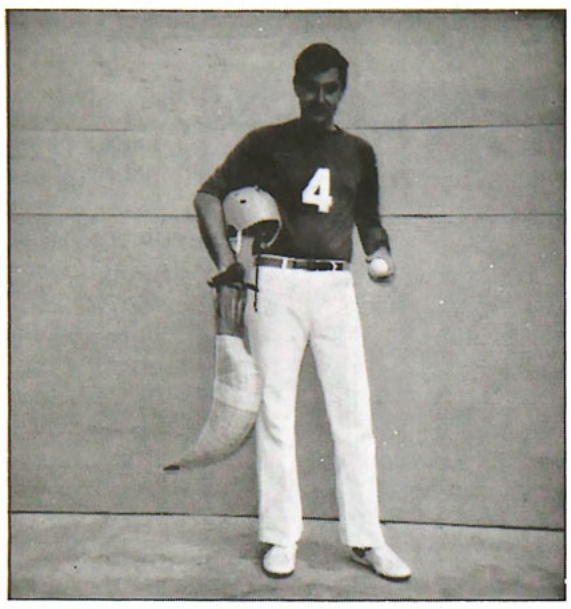
These changes would give the program an honesty it does not at present have. Students taking remedial courses would do so for only one reason: to learn something they need and want to know so that they can do well in subsequent courses requiring coherent expression and difficult computation. This desire would, moreover, dovetail with the instructor's pleasure in teaching self-motivated students and create a classroom atmosphere conducive to quicker and better learning. For example, in English 120, the instructor could increase, perhaps even double, the number of essays assigned; furthermore, the reduction in the number of students taking remedial courses would perhaps free the English department to offer its concentrators and other interested students one or two more 300- or 400-level literature courses. After all, a college is, by definition, "an institution of higher education"; so, notwithstanding what some administrators call the "cost-ineffectiveness" created by the low student-teacher ratios in upper-level courses, we must, to be fair to the students, offer those courses. (We should not, that is, compound an inherent disadvantage of small colleges: the inability to offer a great variety of courses.) Surely efficiency connotes something other than cost-effectiveness. Finally, these changes could hasten the self-motivated student's transition from high school to college, which, we must assume, the student is attending because he wants to, not because social pressures or parents force him to or because he has nothing better to do. Colleges should be inhabited by people who want to teach and people who want to learn. Even administrators, in some capacity, should return to the classroom from time to time to see what "the real world" is like.

Some, I suppose, would suggest that these proposed changes and the results I see in them are hopelessly idealistic. But I wonder if the proposals are not simply unpleasantly realistic. For example, although I love my profession (so much that I often fantasize about that perfect class of about twenty self-motivated students with overflowing intellectual curiosity), I would not hesitate to leave it were I qualified to make a living at my first love: golf. (Speaking of fantasies!) But what if I were a pro not quite good enough to make the tour and therefore had to teach the game for aliving, and for a whole year had to give lessons to a young man who hated the game, but was being forced by some sadistic judge with an incurable slice to take lessons as punishment for vandalizing a fairway bordering the judge's house? Obviously, both the student and I would be wasting time; only the judge would get satisfaction, like some public school administrator immersed in the pie-in-the-sky educational theory that all students want to learn; so if they don't learn, it's obviously the fault of the teachers. Some logic, that.

Pro cont.

The first is economic; conditions could get so hard that once again only the rich could afford a luxury such as an education. I'm not qualified to comment on economics or to forecast financial conditions, so I won't speculate on this possibility. The second possibility is that the quality of public education could so radically improve that there would no longer be a need for learning assistance programs on the college campus. I've been working in developmental education for the past fifteen years, and I think I am qualified to comment on the possibility of this coming to pass. It won't. Public education in the U.S. is continuing to decline, and from what I've seen, parochial and private education is similarly declining in quality.

Learning assistance programs will then continue to be an important part of the college curriculum as long as colleges continue to accept underprepared students. And colleges must accept such students, either by law, because of institutional philosophy or out of economic necessity. Developmental programs have come about in response to a serious and specific problem. The problem still exists and is getting more serious all the time. So, developmental programs will continue to exist to address and remedy this situation.



John Fiengo displays the equipment of his favorite sport, Jai Alai.

THE NEW BIRTH OF AN ANCIENT SPORT

By John Sheridan
Monarch Writer

John Fiengo, a 1969 graduate of Saint Leo College, and new actively involved with the Office for Development, moderator of Men's Volleyball and the Senior Class, one day fell in love with a game called Jai Alai.

He recalls when he was a sophomore in college, nineteen years of age, when he first witnessed the fastest sport in the world at Tampa Jai Alai. Granted, you had to be twenty-one years old, but with a suit and tie on and free of betting, he deserved the seat. His interest immediately grew with increasing enthusiasm along the way, until he daringly decided that he would go to all extremes for the opportunity of testing his own skills on the court.

His wish came true after hearing of Saturday morning clinics open to the public and those who had the credentials adaquate enough to get a match. Fiengo was one of those who can be dressed and on the court by 6:00 a.m. sharp.

His dedication has kept his interest in the game alive up to this day. He has played in semi-pro leagues and on occasion with well known professionals after surprizing himself and the top notch players of his rate of catching on to the game in the short time he did. Most players start early in life, but one, he notes, that is still active and competitive is a friend named Almorza, who is forty-four years old.

As a tribute to the days when he would drive to the extreme of being suited up by 4:00 a.m. and at times alone on the court, he now looks to the near future. Things turned up, coaching, teaching and administrative positions, that temporarily distracted his attention of active involvement.

A new surge of energy has revived Fiengo's desire to re-live those healthy memories. It is not a matter of life or death, but he is wholeheartedly considering a last chance effort at playing with the big boys on a professional level.

One can say the Fiengo, now 35, may be going against the grain a bit, but he is still alert and healthy enough to earn himself a tryout planned for later this spring. We wish him the best. At least he has nothing to lose and a tremendous hobby to regain and attain. Special credit is deserved for his courage in a game where the ball travels off of walls at astonishing speeds of up to one-hundred and fifty miles per hour--whew!!

The name Jai Alai actually means "merry festival". The game was developed by Basque peasants who toiled in the fields six days a week and celebrated on Sundays by playing against village church walls.

Jai Alai, an exciting and fast-moving three-walled game played with a ball, a golve, and a basket adds up to a sport that is here to stay. Entering only its thirty-first year in Tampa, Jai Alai is, however, known as the "Old World Game."

Evidence suggests that the origins of the game are to be found in South American countries in fields outside of Basque communities, where the game was invented during the fitfeen-hundreds. Before that time, the stick basket (cesta) was used primarily as a weapon.

It is ironic that a sport where opponents snap a ball (pelota), covered with African wood and sheep skin and having a steel core, at frightening speeds of up to 150 miles per hour, enough to literally kill, is considered a "friendly" game. As Fiengo says, "The ball wants to go through you, not off of you."

Jai Alai is, above all else. a gentleman's game as exidanced by the concern other players show for a player who is hit. When a player is struck or injured in any fashion, all the players gather around immediately, as if they swere the first-aid squad, and this includes those players waiting outside of the court (cancha) as well.

Fiengo recalls a couple of tragedies. "There have been some incidents in Las Vegas where players were actually killed. They didn't know what hit them," Fiengo said. This may be due to Las Vegas' reputation of provideing mismatches.

Unfortunately, this happens on occasions in nearly every sport, and yes it is true, Jai Alai can be a dangerous sport. To prevent mishaps a player must first prove himself in action.

Tampa Jai Alai is respectable enough to know who belongs and who doesn't belong on the "cancha." As Fiengo recommends: "You had better be in the right frame of mind that day, so that you are fully alert and not distracted by a love affair."

A point worth mentioning, Jai Alai is not a fixed sport. Fiengo could be considered a perfect spokesman for this controversy. He has had close association with many professionals, and has played with more than a handful of them and dozens of semi-pros. "There are no politics in this game," he is quick to yell.

What does throw the audience off is the fact that players are capable of tremendous shots that appear incredible to the eye, and yet when a slow one drifts by people shout and shake their heads in disgust.

The deception is comparable to that achieved by a fastball pitcher in baseball. Fastballs can be conquered and "cracked" over the center field wall, but watch out when a change-up is thrown. The tempo suddenly shifts and causes the batter to almost freeze.

All things considered, Jai Alai is coming on strong. It may even be on its way to becoming an Olympic sport before the 1990's. Anybody can try out or join a league if they keep their ears open. Also, Fiengo is sure that all will catch onto the rules and nature of the sport after two or three games.

A term should be recognized in translation, so that you understand the nature of the game. Some describe a type of shot which is used as "Pica y vete," which simply means a "killer" shot; but no need to be frightened. A wire screen divides the audience from the action, while allowing for proper vision and hearing of all that is going on.

For a fun and rewarding time to remember, check out the fastest game on earth. Betting a few dollars on the side may be justified, but do not count on winning, just count on being entertained.

CATCH A RISING STAR (S)

By Paul Bermel
Monarch Correspondent

In case you have not noticed as of late, the St. Leo Monarchs Mens basketb team is flying high with an overall record of 12-2, 2-2 in the Sunshine State Co ference. Yes, the very same Monarch team that has had a losing record for tl past 11 years! What are the reasons for the teams late success? Well, Could have been a good recruiting year for third year coach Gary Richert and his staf The maturity of an overall young team? Could it be a light schedule? Or, Could i be that the Monarchs are just playing superb basketball? To tell the truth it ha been a combination of all of the above. The Monarchs have paid their dues and are ready to cash-in!

The Monarchs are led by 6' 2" senior captain Mike Malatestinic at guard. Directing the traffic on the floor is Zan Hairston, a 6' 2" freshman point-guard from Bridgeport, Conn.. Holding down the fort inside for the Monarchs is 6' 8" center Bradley McDonald. At power forward is 6' 5" forward Mark Danhoff.

Let us take a look back at the most recent Monarch victories, dating back to December 18 when the Monarch hosted North Park College from Illinois. (The majority of the student-body had left the campus before this barn-burner.)

North Park - The Monarchs, trailing by 3 points at halftime, came back and built an 8 point lead with 11:20 remaining, but could not put away the hot shooting Vikings, who tied the game at 68-68 with 1:09 to play. The Monarchs, holding for one shot, found Mark Danhoff open in the waning moments for a 15 foot jumper which the 6' 5" junior netted. The perenially tough Vikings proved their valor but threw away their last hopes of victory on an inbounds pass with 2 seconds remaining. Bradley McDonald was outstanding with 27 points and 10 rebounds. Mark Danhoff and Mike Malatestinic chipped in 15 and 10 points respectively.

Dec. 20,- Milwaukee School of Engineering- The Monarchs playing their last game before the Christmas break had an easy time with the Raiders as 5 players scored in double figures. Dennis Prue leading the way with 18 points and 8 rebounds, Sankar Montoute and Bradley McDonald teamed up for 27 points and 20 rebounds. Mike Malatestinic and Tim Lovett tossed in 16 and 14 points respectively. So the Monarchs win their 5th consecutive game and go undefeated for the month of December and enjoy the holidays boasting their 7-2 record.

Good news for the Monarchs during the Mid-Semester break; three players make the Dean's List!! Freshman forward, Robert Duffley, Junior forward, Mark Danhoff, and Senior forward, first semester. Duffley led the team with a 3.72 average. Danhoff, named for the fifth time, was second at 3.40 and Prue, named for the first time, had a 3.34 average. Overall, the team posted a 2.58 average for the fifteen man squad.

Jan.5-McKendree - The Monarchs looking sluggish after a two week layoff trailed the Bearcats by 1 point at halftime and fell behind by as many as 11 points early in the second half, Monarchs came to life to tie the game at 70-70 at the end of regulation on a basket by Dennis Prue. In overtime the Monarchs scored the first 6 points and never relinquished the lead as they converted on 9 for 11 from the free throw line. Bradley McDonald, 19 points, 8 rebounds, fouled out after playing only 19 minutes, but Tim Lovett filled the void with 10 points and 15 rebounds in 34 minutes off the bench to spark the Monarchs. **Final, 85-78 OT.**

Jan. 7 - Southwest Baptist - The Monarchs ahead by 4 points at halftime, 37-33, trailed the 10-4 Bearcats 50-51 with 2:45 remaining, but were powered by Sankar Montoute who scored for good 55-51. The Monarchs were aided by the hot shooting of Zan hairston, 7-9, as the team shot 59% from the floor for the game. Sankar Montoute and Bradley McDonald combined for 28 points and 16 rebounds. **Final, 56-54.**

Jan. 8 - Robert Wesleyan - It was run, gun and have fun against the lesser lights from Rochester, NY, as all 12 Monarch players scored; four in double figures, as the Raiders never challenged. The dynamic-duo of Sankar Montoute and Bradley McDonald teamed for 22 points and 19 rebounds. **Final, 93-62**

Jan. 12 - F.I.T. Senior captain Mike Malatestinic hits a 17 foot jump shot with :02 remaining on the clock to win the game for the visiting Monarchs, their first Conference road victory in 4 years. The Monarchs playing their first road game since Nov. 29 trailed the surprising Engineers by 5 at halftime, 30-25. The Monarchs were to fall behind by as many as 16 points late in the second half and trailed 56-42 with 4:40 to play. Using a variety of pressure defenses the Monarchs held the Engineers scoreless and tied the game with less than a minute to play, setting the stage for Malatestinic's heorics. The Engineers missed the front end of 4 crucial one-and-one opportunities to literally hand the game to the Monarchs. Montoute and Hairston led the way with 14 points apiece. **Final, 58-56.**

Jan. 14 - The Monarchs leading by 2 points at halftime 34-32, over Conference power Biscayne, shot 63% in the second half to keep pace with the Bobcats (7-7), as their were 6 ties and lead changes in the second half alone in this see-saw game. The Monarchs were led by the inside-outside combination of Bradley McDonald, 11 points and 15 rebounds, and Mike Malatestinic, 21 points on 9-12 shooting. It was a team effort for the Monarchs as they beat biscayne for the first time since the 1979-80 season. Four players scored in double figures, including Hairston and Danhoff, who had 16 and 10 points respectively. **Final, 75-68.**

All the more reason why the Monarchs are winning is there bench strength, something Monarch teams have lacked in the past. 6' 6" forwards Dennie Prue and Tim Lovett (commonly known as the BRUISE BROTHERS) are crashing the boards and opponents in a merciless fashion. 6' 6" Scott Thatcher and Mark Danhoff are battling for the starting shooting forward position and Senior Dan Bonfiglio and Freshman Bruce Boone at guard provide added confidence to Coach Richert when he looks to the bench for help.